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ABSTRACT

The purpose of this study was to determine the status of adult and continuing education and other nontraditional study programs of a public service nature that currently exist within the 560 colleges and university members of the Southern Association of Colleges and Schools, and to develop a new standard for evaluation and accreditation for use as a guideline by the member institutions in developing these types of programs. It may be concluded from the study that institutions of higher education in the southern region are aware of the need for public service programs, are interested in relating their expertise to contemporary societal needs, and are willing to become involved by developing new and innovative programs. However, based on the findings of this study, it is evident that, to date, the institutions have not fully accepted the challenge of public service, have not incorporated the necessary administrative units into their administrative organization with appropriate resource allocation, and have not given to adult, continuing, and extension education the appropriate status, equal to other components of the institutions, to insure and safeguard the quality of these programs. (Author/PG)

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ACCREDITATION IN ADULT AND CONTINUING EDUCATION PROGRAMS



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Commission on Colleges

Southern Association of Colleges and Schools

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A Study of Accreditation in Adult and Continuing Education Programs

The Standard Nine Study
Published in 1973

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The Southern Association of Colleges and Schools is one of six regional associations for voluntary accreditation of schools. The Association consists of four commissions, one each for colleges, secondary schools, elementary schools, and occupational education institutions. The Association also contains a research component which crosses all commission boundaries for education improvement projects. Total membership in the Association, including all levels of affiliation within each commission is approximately 9,000.

Preface

The Commission on Colleges of the Southern Association of Colleges and Schools has been interested in and concerned about the special activities related to the educational program of its member institutions for some time. As evidence of this interest, a Standard was developed in the late 1950's to give some guidance to institutions offering off-campus classes through extensions, centers and branches, and other forms of off-campus programs. This Standard was effective and served well for a number of years.

In the late sixties it became evident that the special activities of the higher education institutions had expanded significantly and had taken on a broader based purpose and character—centering primarily in continuing education including adult and extension courses and programs on and off campus. A study was authorized to determine the characteristics and status of the programs within the institutions of the Commission on Colleges.

The study was conducted over a two-year period gathering data through a formal instrumentation process on the academic year 1969-1970. The new Standard was developed based on the Standard Nine Study and current national trends in continuing education and nontraditional study. Perhaps for the first time, a Standard of the Commission—Standard Nine—has taken on the character of projecting into the future by providing guidelines for institutions wishing to develop nontraditional study courses and programs as well as providing the framework for evaluation for accreditation.

This summary of the Standard Nine Study is presented to give interested college and university personnel an insight into the data which produced the rationale upon which the new Standard Nine, Special Activities, was developed.

GORDON W. SWEET
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Purpose of Study

Extensive alterations in the American social order since 1960 are having significant, yet undefined, effects on institutions of higher education. Demographic trends such as an increasing heterogeneity of the American population, urbanization, mobility, changing family structure, birth and mortality rates, and educational needs are bringing many diverse and seemingly unrelated problems to the doorsteps of American colleges and universities. Paralleling these trends, strong forces for change at work within the society have created new patterns of development within institutions of higher education. Basically the restructuring of education is being guided by the changing nature of the American world of work. Professionalism, work-oriented education, and increasing leisure time are prime factors in the new demands being placed on educational institutions. In seeking to respond to a multitude of public service needs, these institutions are struggling for guidance to enable them to meet these demands through a reasonable and respectable new academia—a legitimate adult and continuing education unit that will be acceptable to the established academic community, yet flexible and effective in responding to public needs.

Background and Information

Member institutions of the Southern Association of Colleges and Schools have long been cognizant of the need for and the importance of providing "public service" programs for their many established constituents. Although such programs have been developed and implemented under a number of different administrative and organizational arrangements, insufficient resources and a lack of a definitive set of standards to guide in their formulation have inhibited educational institutions in their attempts to develop public service programs that are both viable and relevant. A recent survey conducted by the Southern Association's Commission on Colleges revealed that 415 of its 560 member institutions were engaged in public service work. Of this number, 228 institutions had clearly defined administrative units for adult and continuing education. The remaining 187 institutions had micro programs dispersed throughout departments and divisions on their campuses, but no central administrative unit. While 228 institutions had clearly defined administrative units for their adult and continuing education programs, only 207 of these had an annual operating budget.

The increasing importance of offering public service programs in higher education, the need to strengthen and redirect this program component, and the lack of adequate standards to guide institutions of higher education in this effort constituted the bases for the present study. The purpose of this research was to assess the status of adult and continuing education in the 560 college and university members of the Southern Association of Colleges and Schools. A corollary purpose was to utilize the findings of this study, along with inputs from experts in the field, to formulate criteria for use in developing and evaluating both current and future public service programs in higher education.

The many facets of contemporary society contribute significantly to the social setting confronting American higher education. All are important and are pressing for solutions. The problems of population crisis, race, the aged, poverty, youth, the generation gap, crime, alienation, mental illness, the economy, city conditions, and war and peace are critical. Other issues such as drug addiction, alcoholism, pollution of the environment, suicide, family disorganization, chang-

ing social values, the domination of the mass media by advertisers, and the role of the individual in modern society also command attention.

These demographic characteristics of American society represent the challenge and the demands which are now being placed before institutions of higher education. The American society is looking to education to come up with solutions to the problems which plague individual effectiveness and national stability.

Educators are beginning to recognize that the future success of colleges and universities lies within the fact that higher education is being examined from all levels of today's society. Nevertheless, higher education must not attempt to be all things to all people; colleges and universities cannot expect to solve all problems for all of society. Since traditional patterns of higher education are clearly inadequate to meet whatever future needs and opportunities of society an institution seeks to fulfill, educators and laymen are seeking a flexible system of higher education that will fulfill the needs of both the individual and the society in which he lives. To this end, higher education's role in adult and continuing education is a vital function.

Historically, the three major functions of higher education are research, teaching, and public service. Much emphasis has been placed on the first two functions, but the "public service" function is the key to current social crises within American society.

Much of the criticism surrounding higher education is emanating from its lack of emphasis on the "public service" function and is directed toward the concepts of "relevance" and "flexibility." People are growing increasingly impatient with higher education's slowness to change and its reluctance to participate actively in finding solutions to social problems. Remarkable progress has been made in new techniques of teaching and learning. Traditional courses and programs have been proliferated to meet new demands and provide new public services. Yet, the major efforts of institutions have been in maintaining the traditional concept of formal education.

Both the Carnegie Commission reports (1968, 1970, 1971) on higher education and the Newman Committee Report (1971) stressed the need for greater flexibility in higher education. Strong emphasis was given to allowing reentry to education at periods throughout life and to further exploration of nontraditional study programs which place emphasis on independent study and courses at home, place of work, or in a community center. Both reports expressed concern about the failure of higher education to educate for employment, responsible citizenship, and constructive leisure.

Colleges and universities, if they expect to survive in our society, must place equal emphasis on the "public service" function as on traditional formal education. The service function must not be isolated from the regular academic programs. Adult and continuing education programs should become an integral and increasingly important part of the whole education process.

Thus, the university becomes a "total university" with a new look at its place and role in society. The public service function of higher education can be the vehicle through which it can test new ideas and innovative projects which can implement a changing curriculum within the institution and offer problem-solving expertise to the community.

The task of formulating an acceptable philosophy of public service for higher education must be resolved. The Carnegie Commission stated (*Quality and Equality*, 1970, p. 1):

What the American nation needs and expects from higher education in the critical years just ahead can be summed up in two phrases: quality of result and equality of access. Our colleges and universities must maintain and strengthen academic quality At the same time, the nation's campuses must act energetically and even aggressively to open new channels to equality of educational opportunity.

Extending the resources of the campus to individuals and groups who are not a part of the regular academic community and bringing an academic institution's special competence to bear on the solution of society's problems will contribute to the maintenance of institutional integrity and confidence.

Introduction of new programs into the higher education curriculum usually elicits strong resistance from the traditional higher education establishment. Historically, American higher education has resisted innovative and nontraditional study programs. With the evolution of regional voluntary accreditation over the past 90 years, institutions of higher education have come to look to the accrediting agencies as legitimizers of new and different programs which may develop. As such, regional accrediting has been one of the most influential forces in the development of higher education.

Adult and continuing education programs have struggled for acceptance and the right to exist within the walls of academia. Major thrusts in these areas had their beginnings with the Smith-Lever Act of 1914, which brought about the creation of cooperative extension service programs. The W. K. Kellogg Foundation's establishment of the Continuing Education Center on college campuses over the past 20 years has greatly influenced an accelerated growth of similar types of facilities and programs on other campuses around the nation. The various federal programs of the 1960's such as Title VIII of the Housing Act of 1964, Title I of the Higher Education Act of 1965, and the Technical Service Act of 1965 have contributed significantly to the growth and acceptance of adult and continuing education programs within the realm of higher education.

Perhaps the greatest problem facing public service programs is a philosophical one, with two basic parts: First, the recognition of the societal need as a responsibility of higher education and, second, the gaining of acceptance by the academic community for adult and continuing education programs.

Evidence suggests that the areas of social need are in part a product of the higher education system and therefore should be accepted as a responsibility of higher education. The traditional academic community appears to be willing to open the doors, though cautiously, to innovative, nontraditional areas of study. The regional accrediting agencies, in the role of legitimizers, could greatly accelerate the acceptance by the academicians by giving credence to adult and continuing education.

The development of the public service component to a par, in terms of both quality and impact, with the research and instruction components in higher education will necessitate a collaborative effort on the part of representatives of the public, colleges and universities, and accrediting associations. These efforts and deliberations must take into account the changing needs of society and the role to be played by higher education in servicing these needs. Thus attention must be focused on a comprehensive examination of existing public service programs within institutions of higher education.

Significance of the Study

Adult and continuing education programs are relatively new to institutions of higher education, and the body of knowledge concerning these fields of study is

very limited. No national study or survey on the status of the field within all of higher education has ever been done. The role of voluntary regional accreditation in these fields has not been defined or analyzed. This descriptive study of accreditation of adult and continuing education (nontraditional study program) within the membership of the Commission on Colleges of the Southern Association of Colleges and Schools should contribute significantly to this body of knowledge. The changes brought about in the accrediting standards for adult and continuing education programs as a result of this study should contribute significantly to the legitimization of the development of these areas within the member institutions.

The Concept of Accreditation

In the United States, where education has played a major role in molding a way of life second to none within this world, the responsibility for education has rested within education itself. Excellence has been a product of a decentralized, independent "system" of education. The means employed to assess and improve the American educational process have traditionally been in the hands of those other than government, local or federal. As a result of this self-directed process, a variety of autonomous accrediting organizations emerged to give evaluation, guidance, and direction to educational institutions as they sought to fulfill their mission according to the educational needs of their constituents.

The emergence of accreditation came in the late 1800's in response to a need for a commonality of acceptable practices and standards among educational institutions. The first voluntary regional accrediting agency to come into existence was the New England Association in 1885. By 1900 the North Central, Southern, and Middle States Associations had been established. By the early 1900's the Northwestern and Western Associations had come into existence, thus giving a national scope to regional accreditation.

Accreditation Types

Accreditation has since developed into two basic forms, institutional and specialized. Institutional accreditation is conducted by the six regional accrediting associations, each serving a specific geographical region of the United States. Specialized accreditation is conducted by more than 30 nationally recognized professional accrediting agencies. Specialized or professional accrediting developed as the result of a desire of professional groups to have some hope of quality regulation on the educational preparation for their professions. Usually an institution of higher education will possess both institutional and specialized accreditation.

Institutional and specialized accreditation parallel and complement each other. While specialized accrediting agencies are concerned with specific educational areas, institutional accrediting agencies are concerned with the quality of the total institution.

Accreditation Purposes and Functions

Since the founding of regional accreditation, the purpose and function have undergone significant change (Seldon, 1960, p. 42): "Admissions and the maintenance of minimum academic standards were the two initial problems which regional accrediting was devised to meet." The four basic functions of accreditation today, as set forth by Blanch (1959, p. 4) are:

- to encourage institutions to improve their programs by providing for them standards on criteria established by competent bodies.

- to facilitate the transfer of students from one institution to another;
- to inform those who employ graduates of an institution or who examine its graduates for admission to professional practice, about the quality of training which the graduates have received;
- to raise the standards of education for the practice of a profession.

The Accreditation and Institutional Eligibility Unit of the United States Office of Education identified nine functions of voluntary accreditation (Nationally Recognized Accrediting Agencies and Associations—Criteria and Procedures, 1970, p. 1):

1. Certifying that an institution has met established standards;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credit;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressures;
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the faculty and staff comprehensively in institutionally evaluation and planning;
8. Establishing a criterion for professional certification, licensure, and for upgrading courses offering such preparation; and
9. Providing one basis for determining eligibility for Federal assistance.

The Voluntary Nature of Accreditation

Regional and specialized accrediting agencies are conducted by voluntary, nonprofit organizations. Essentially, voluntary accreditation is a process of "self-regulation" of the institutions by the institutions, with the accrediting agencies holding no legal power to control institutions of higher education. Generally, an institution voluntarily seeks accreditation by agreeing to submit itself to an evaluation both from within and by its peers. Upon receiving accreditation, membership within the agency is automatic, thus allowing the institution to join its peers in the usual organizational process of representative government.

National Aspects of Accreditation

Regional and specialized accrediting agencies are relatively autonomous bodies. Currently there is no national control of accreditation. The Federation of Regional Accrediting Commissions of Higher Education, the National Commission on Accrediting (for the professional agencies), and the Accreditation and Institutional Eligibility Unit of the Bureau of Higher Education of the United States Office of Education provide an informal coordination function of accreditation at the national level.

Relationship of Accreditation and Adult and Continuing Education

Adult and continuing education programs at the higher education level are most often the vehicle for the public service efforts of the institutions. Many traditionally oriented institutions have been slow to move into public service functions, which are generally nontraditionally structured. A positive move on the part of regional accreditation to legitimize the public service function as an acceptable

part of the academic community would greatly accelerate the development of adult and continuing education as a primary function of the traditional institution.

Frank Dickey, Director of the National Commission on Accrediting, recently supported this idea:

There seems to be developing a common body of thought that the organization of accreditation must take into account a concern for the public interest. The manner in which accreditation functions in our society makes this fact virtually indisputable. Voluntary, nongovernmental accreditation is the single most important indication of institutional quality.¹

Another factor in the relationship between adult and continuing education and accreditation is the national clamor for full educational opportunity for all citizens. This upsurge of national interest has been equated with the term "nontraditional study" to provide (Gould, 1971, p. 4) "to everyone, regardless of age, previous formal education, or circumstances of life, the amount and type of education that will be of benefit in adding to his potential as a person."

As institutions of higher education seek to cope with changing societal needs and changing opportunities within the society by creating educational patterns to meet these needs, they must have help in breaking their traditional bonds. They must find ways to respond to the public needs for nontraditional educational programs that are relevant and yet academically secure. This role can best be assumed by voluntary regional accreditation associations, and by so doing the association also can attain a new level of relevancy.

¹ Frank Dickey, "The Continuing Need for Non-governmental Accreditation." Unpublished speech presented before the National Conference on Accreditation of Public Post-Secondary Occupational Education (Atlanta, 1971).

A Conceptual Framework for the Study

A review of the literature on accreditation revealed little treatment of the problems related to adult and continuing education. In fact, except for the standards themselves of the regional accrediting associations, there was no specific reference to the accreditation of adult and continuing education programs. In general, there is a dearth of literature on the field of accreditation.

Adopting a Conceptual Framework

Basically, the problem faced in this study was of a social nature—the analysis of selected elements of a social system in relation to another social system. This research is a study of adult and continuing education programs (subsystems) of institutions of higher education (macro social systems) who hold membership in the Southern Association of Colleges and Schools (another macro social system). The study has three parts—a descriptive study of the existing programs within the member institutions, the role and relationship of the Southern Association to these programs, and the consequences of need and response to change growing out of the first two parts.

Since the literature in the field had little to say on accreditation in adult and continuing education activities, the conceptual framework developed for use in the study was based on the work of the sociologist Charles P. Loomis (1960) and his *Elements, Processes and Conditions of Action of Social Systems, The Processually Articulated Structural Model (PSAM)*. The rationale for employing a sociological system for analysis is self-evident. Institutions of higher education are social systems. Adult and continuing education programs are elements of a specific social system (the institution). Most adult and continuing education programs represent the institution's attempt to respond to an individual's need in relation to a social situation of a particular social structure within a specific social system.

Loomis (1960, p. 2) based his PSA model on the fact that "social action is the activity of social units," and the resulting reciprocal action or interaction. The bases of the model were social structure, society, and social systems. The components of the model are the elements, the structural-functional categories, and their processes.

Using the PSAM as a guide, a general framework was developed for use in the study of adult and continuing education activities of the member institutions of the Southern Association of Colleges and Schools. The conceptual framework used in the study is as follows.

A General Conceptual Framework for the Study

The purpose and philosophy of an adult and continuing education program need to be clearly defined, understood, and utilized as a basis for program decisions (this conceptualization of a value framework should evolve from the institution's charter as well as the changing needs of the publics that the institution purports to serve).

Macro-level objectives (ends, goals, functions) of an adult and continuing education program need to be clearly defined and utilized as a basis for decisions concerning program development, organization, administration, management, and evaluation.

Micro-level objectives (systems) must be consistent with the macro-level objectives of the system (program)—specialized programs (subsystems) with appropriate organizational structure and mechanisms need to be established and maintained. The following aspects of each subsystem should be identified:

1. The value framework of each specialized program (subsystem) needs to be defined and be consonant with the overall philosophy of the division.
2. Ends and objectives of each specialized program should be defined and additively contribute to the overall objectives of the system that is directly related to the specialized program.
3. Objectives—should be constantly changing in response to needs of clientele and technological developments.
4. Program activities—must be kept consistent with objectives.
5. Resources—adequate budget for accomplishment of objectives must be available for staff, facilities, materials, and equipment.
6. Development of staff—a uniquely qualified staff should be obtained and provision for continual professional development of the staff must be provided.
7. Coordination and linkage—internally within the system and subsystems as well as with the relative external systems.
8. Reporting, records, and evaluation—should be maintained and utilized.

Methodology

The population of this study included all 560 college and university members of the Southern Association of Colleges and Schools. The chief administrative officer in each institution was asked to complete the self-study questionnaire designed for the study. The data in Table 1 which show the distribution of administrators responding to the study, reveal that 266 presidents of institutions completed the instrument. In other instances 294 administrative officers other than the president completed the questionnaire.

TABLE 1
Classification of respondents completing the instrument

Classification	Number of Respondents	Percent
Presidents	266	48
Vice-presidents	35	6
Deans (academic)	101	18
Deans or directors (of adult, continuing, or extension education)	96	17
Other administrative officers	62	11
Total	560	100

The geographical area of the Southern Association includes 11 states. Table 2 shows the number of institutions, by state, that participated in the study.

TABLE 2
Geographical distribution of college and university members of the
Southern Association participating in the study

State	Number of Institutions	Percent
Alabama	44	8.0
Florida	56	10.0
Georgia	54	9.5
Kentucky	30	5.5
Louisiana	21	3.5
Mississippi	35	6.0
North Carolina	82	14.5
South Carolina	31	5.7
Tennessee	50	9.0
Texas	106	19.0
Virginia	51	9.3
Total	560	100.0

Instrumentation

To develop an adequate instrument for gathering the data for the study it was necessary to review the Standard dealing with the adult and continuing education programs of member institutions. It was determined that the existing Standard, which served as the evaluating guide for these programs, was developed in 1959 and 1960 and went into effect in December of 1961. The Standard had not been changed or modified since that time. In 1961, at the time the Standard

was placed into operation, there were 232 college and university members of the Association. In 1970, the time of this study, there were 560 college and university members of the Association.

The 1961 Standard was centered in off-campus work, credit and noncredit, and was limited in coverage and restrictive in nature. The Standard required the designation of all credit earned in such programs as "extension" credit and limited the amount of credit an individual could earn through off-campus programs that would be applicable toward a degree.

The results of this study of the existing Standard of the Southern Association of Colleges and Schools for use in evaluating adult and continuing education programs revealed the following facts and implications:

1. The base for the existing Standard was one in which adult, continuing, and extension education programs were perceived as an additive function of the institutions.
2. The 1961 Standard was too restrictive in the types of programs it would allow an institution legitimately to conduct and in the types and amounts of academic credit permitted.
3. The 1961 Standard was no longer relevant to the programs currently in existence within the member institutions.
4. The 1961 Standard was more quantitative in nature, less qualitative.
5. The public service function was not fully emphasized or legitimized as an academic function of higher education.
6. The 1961 Standard did not provide for structure for proper administrative organization and financial stability for adult and continuing education programs.
7. The 1961 Standard did not provide for on-campus adult and continuing education programs. It spoke, almost exclusively, to off-campus activities.
8. Nontraditional degree and study programs, as such, were not covered by the 1961 Standard.
9. Innovation was generally discouraged by implication and the restrictive nature of the 1961 Standard.
10. The public service functions of member institutions were generally limited by the antiquity, traditionality, and irrelevance of the Standard.

Based on the information gathered in the review and study of the existing Standard as related to adult and continuing education programs of member institutions of the Southern Association, a representative committee was appointed. The membership of the committee consisted of deans or directors of adult, continuing, and extension education programs within the Southern Association. The role of this committee was to serve as an expert resource group for opinion, reaction, and pretesting of the instrument to gather the data on which to base a new standard for evaluation and accreditation of adult and continuing education and other nontraditional study programs.

Treatment of Survey Data

A two-step content analysis was made of the data from the survey instrument. First, a taxonomy was required to provide a logical basis for the classification of

open-ended evaluation answers to certain parts of the instrument. This was done and the required parameters and classifications were made. The second step was the construction of a check-off ("yes," "no," "none," or the appropriate classification) summary sheet to prepare the data for computerization. A total of 193 questions from the 56-page questionnaire were coded for a response.

The data summary was organized so as to give data analysis, summarization, comparison, and percentages based on the following categories:

1. Status of the institution—public or private.
2. Classification of the institution—as to technical institute, community college, junior college, senior college, or university.
3. Geographical location—as to state.
4. Type of institution—as to predominantly black or predominantly white.
5. The individual who prepared the questionnaire—as to official position.
6. Types of possible program activities—as to
 - a. General information
 - b. Comprehensive late afternoon-evening college academic program (on-campus)
 - c. Off-campus credit work
 - d. Conferences, workshops, institutes
 - e. Self-directed study programs
 - f. Compensatory education
 - g. Cultural enrichment programs
 - h. Problem-solving institute of an interdisciplinary nature
 - i. University resource referral service
 - j. Foreign travel study program
 - k. Other programs.

A computer program was especially designed with a matrix which will permit unlimited usage of the data through summary comparisons, frequency counts, and percentages.

Results

The results of this study are based on the data provided by officials from the 560 college and university members of the Southern Association of Colleges and Schools. The objectives of the study provided the framework for analyzing and presenting the data. These objectives were:

Objective I: To determine the status of adult and continuing education and other nontraditional study programs of the public service nature currently in existence within the college and university membership of the Southern Association; and

Objective II: To develop and recommend a new standard for the College Commission of the Southern Association of Colleges and Schools for use as a guideline by the college and university membership in developing adult and continuing education and other nontraditional study programs in fulfillment of the public service responsibilities of the institutions to their specific segment of the society.

General Macro Level System

At the general macro level in a systems approach in the analysis of the status of adult and continuing education programs in the Southern Association, the general information data generated by the study included an analysis of the major objectives of the programs, identification of administration processes within the institution for the programs, chain of command for and status of the programs within the institutions, financial data, staffing patterns, and identification of special public service program areas.

Objectives of Adult and Continuing Education Programs

In the general information section of the questionnaire the responding institutions were asked to identify the major objectives of their adult and continuing education programs. The responses were analyzed and categorized.

Extending education to all levels of the variously defined publics of the institutions, an objective of extending the resources of the institution through the public and community service function, appeared most frequently in the data. In this categorization of the various purposes for extending education those most frequently mentioned were for self-improvement and development, remedial education, skill attainment, for improvement of occupational-vocational position, adult basic education, professional enrichment and development, and continuing "life-long learning."

In the order of frequency of appearance, the following classification of objective responses were recorded: Extending education to all levels of an institution's publics through public and community service, professional and vocational improvement and up-dating, academic attainment, cultural improvement, and leisure and recreational purposes.

The public and community service objectives centered around the extending of higher education to social issues and problems, business and industry, and government.

Professional and vocational improvement and up-dating objectives focused on the improvement of skills and knowledge for present and projected occupations, including the paraprofessional groups.

Academic attainment centered in degree attainment by providing quality higher education opportunities to all publics of the institution, on-campus, at all hours and at undergraduate and graduate levels.

The cultural improvement objective was usually concerned with noncredit activities of an inspirational, aesthetic nature in the areas of music, art, literature, and the philosophical-historical ethnic.

Leisure and recreational purposes seemed to have one main theme, the provision for acquisition of knowledge and expertise for meaningful and gratifying leisure activities in a technical society. The personal enrichment of the individual's life in a "shortening" work schedule was a concern.

In summary, it may be said that institutions which operated programs of adult and continuing education programs had a strong commitment to public service and had articulated realistic objectives at the macro level worthy of note. In general, these objectives reflected a commendable effort on the part of the instructional and research components of the institutions to provide public service programs that will stimulate adults to further educational programs which will enable them to understand and assume their role in contemporary society.

Identifiable Administrative Units

Another major aspect of the study was the administrative organization of the institution for adult, continuing, and extension education programs. Several segments of administrative organization were included in the data-gathering instrument. In response to the question "Does your institution have an identifiable administrative unit that has major responsibility for adult, continuing, and extension education programs?" 228 or 40.7 percent of the 560 institutions replied affirmatively; 332 replied negatively. The data also revealed that an additional 187 institutions had some type of adult, continuing, and extension education program, making a total of 415 institutions involved in these programs. These 187 programs were spread throughout the institutions and were sponsored by various schools, divisions, or departments. Table 3 summarizes these findings.

The most significant finding in this segment of the study was that 415 or 74 percent of the 560 institutions included in the study had some type of adult, continuing, or extension education program (Table 3). Of equal significance was that 228 of the 415 institutions reporting programs had a clearly defined and separate unit for administration of the adult, continuing, or extension education programs. Only 145 or 26 percent of the 560 institutions reported having no adult, continuing, or extension education programs.

TABLE 3
Institutions reporting an identifiable administrative unit for adult and continuing education and extension programs (N=560)

Identifiable administrative unit	Institutions	
	Number	Percent
At least one program area in adult, continuing, or extension education programs	415	74.0
An identifiable administrative unit for adult, continuing, or extension education programs	228	40.7
Adult, continuing, and extension education programs based in other units (schools, divisions, departments) of the institution	187	33.3
No adult, continuing, or extension education programs	145	26.0

Designation of Administrative Units

The title designations for the adult, continuing, and extension education programs of the 228 responding institutions that had identifiable administrative

units appear in Table 4. The data in Table 4 reveal that the most significant finding in this section of the study was the 110 institutions that had entitled their administrative unit as continuing education. This represents 48 percent of the 228 institutions reporting an administrative unit. The next most used titles were extension or extended education at 41 institutions representing 18 percent and adult education at 23 institutions representing 10.5 percent of the total.

TABLE 4
Title designation of identifiable administrative units for adult, continuing, and extension education programs (N=228)

Title designation	Institutions	
	Number	Percent
Continuing education	110	48.0
Extension or extended education	41	18.0
Adult education	23	10.5
Public or community service	13	5.7
General studies program of college	6	2.6
Evening or college division	20	8.7
Other	15	6.5
Total	228	100

Title of Administrative Officer

Each institution was asked to identify the title of the administrative officer with major responsibility for the adult, continuing, or extension education unit. Table 5 shows the distribution of the responses among the various titles listed.

The data in Table 5 reveal that 154 or 27.5 percent of the institutions had designated their administrative officer for adult, continuing, or extension education programs as "director," and 86 or 15.4 percent had designated their officer as "dean." The combined total of the two represented 240 or 42.8 percent of the 560 institutions in the survey. Other administrative or faculty personnel had been given responsibility of the program in 125 institutions or 22.3 percent of the total. Associate or assistant vice-presidents, deans, or directors were responsible in 29 institutions or 5.1 percent. In 21 institutions or 3.7 percent the president of the institution administered the program. The 145 institutions with no designated officer comprised 26 percent of the institutions in the study.

TABLE 5
Title designation of administrative officer in charge of adult, continuing, and extension education units (N=560)

Title designation	Institutions	
	Number	Percent
President	21	3.7
Dean of adult, continuing, or extension education	86	15.4
Director of adult, continuing, or extension education	154	27.5
Associate or assistant (vice-president, dean, or director)	29	5.1
Other administrative or faculty personnel responsible	125	22.3
No designated officer*	145	26.0
Total	560	100.0

* Institutions having no adult, continuing, or extension education programs.

Chain of Command for Adult and Continuing Education

Table 6 illustrates the chain of command in the institution relative to the adult and continuing education programs. Perhaps the most significant finding in the

chain of command data is the 70 institutions representing 12.5 percent of the total field in which the administrative officer for adult, continuing, or extension education reports directly to the president. In 99 institutions or 17.7 percent the officer reports to an academic or administrative dean. The administrative officer reports to a vice-president in 75 institutions or 13.4 percent. The "other" administrative or faculty personnel, which includes division or department heads, is at the top of the chain of command for adult, continuing, or extension education administration in 171 institutions or 30.4 percent of the total institutions in the study. One hundred and forty-five or 26.0 percent of the institutions had no programs, therefore no chain of command.

TABLE 6
Officer to whom the administrative officer for adult, continuing, or extension education programs reports (N=560)

Reports to	Institutions	
	Number	Percent
President or chief officer	70	12.5
Vice-president	75	13.4
Dean (academic or administrative)	99	17.7
Other administrative or faculty personnel	171	30.4
None ^a	145	26.0
Total	560	100.0

^a Institutions that did not have adult, continuing, or extension education programs.

Administrative Status of Adult and Continuing Education Administrative Office

In an effort to determine the status of the adult, continuing, or extension education unit within the institutions the respondents were asked to indicate the appropriate function level from the choices of (1) at a higher level than the academic dean, (2) at the same level as the academic dean, (3) at a lower level than the academic dean. Table 7 presents data of this section of the study.

TABLE 7
Function level within the institutional administrative organization of the chief office for adult, continuing, or extension education office (N=560)

Function level	Institutions	
	Number	Percent
Higher level than academic dean	11	2.0
Same level as academic dean	113	20.1
Lower level than academic dean	127	22.7
Other responses	164	29.2
None ^a	145	26.0
Total	560	100.0

^a Institutions that did not have adult, continuing, or extension education programs.

Using the office of academic dean as the measuring mean for academic status, it is interesting to note that only 2 percent or 11 institutions reported the status of the administrative officer for adult and continuing education at a level higher than the academic dean, while 20.2 percent or 113 institutions reported the status level to be the same. It is significant that 22.7 percent or 127 institutions reported the administrative level of the adult and continuing education officer to be lower than the academic dean. Other responses by 164 of the institutions usually stated or implied that the level of operation of adult, continuing, and

extension education programs within their institution could not be compared with the office of the academic dean. The 145 institutions without adult, continuing, or extension education programs did not provide status information.

Operating Budget Data

A major element in the study was the financial commitment of the institution to the operation of the adult, continuing, and extension education programs. The institutions were asked to indicate the total operating budget allocated for the administrative unit for adult, continuing, and extension education programs. The responses were classified and are presented in Table 8.

The most significant fact revealed in the budget allocation for the administrative units for adult, continuing, and extension education programs was the 354 institutions which did not have operating budgets. After removing the 145 institutions which reported that they did not have such programs, 209 institutions remained which operated adult, continuing, and/or extension education programs without a separate budget. It is also significant to note that 26 institutions had operating budgets in excess of \$1 million, with 11 of these having budgets in excess of \$5 million.

TABLE 8
Operating budget allocation by the institutions for adult, continuing,
and extension education administrative units (N=560)

Budget range, dollars	Institutions	
	Number	Percent
None ^a	354	63.1
Up to 25,000	45	8.0
25,001-50,000	34	6.1
50,001-100,000	40	7.1
100,001-200,000	30	5.4
200,001-300,000	9	1.6
300,001-500,000	10	1.8
500,001-1,000,000	12	2.1
1,000,001-1,500,000	11	2.0
1,500,001-2,000,000	1	0.2
2,000,001-2,500,000	1	0.2
2,500,001-3,000,000	1	0.2
3,000,001-5,000,000	1	0.2
In excess of 5,000,000	11	2.0
Total	560	100.0

^a Includes the 145 institutions having no adult, continuing, or extension education programs.

Staffing Patterns for Adult and Continuing Education

It was also considered of major importance in the study to collect the data and make an analysis of the staffing patterns for adult, continuing, and extension education programs within the 560 college and university members of the Southern Association. Tables 9, 10, 11, 12, 13, and 14 present the analysis of the staffing patterns.

TABLE 9

Full-time professional administrative personnel in adult,
continuing, or extension education (N=560)

Range	Institutions	
	Number	Percent
None*	373	66.6
1-5	164	29.3
6-10	14	2.5
11-25	5	0.9
Over 25	4	0.7
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

TABLE 10

Full-time professional faculty in adult, continuing, or
extension education (N=560)

Range	Institutions	
	Number	Percent
None*	492	87.9
1-5	41	7.3
6-10	8	1.4
11-25	11	2.0
Over 25	8	1.4
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

TABLE 11

Part-time professional administrative personnel in adult,
continuing, and extension education (N=560)

Range	Institutions	
	Number	Percent
None*	448	80.0
1-5	101	18.0
6-10	9	1.6
Over 10	2	0.4
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

TABLE 12
Part-time faculty in adult, continuing, and
extension education (N=560)

Range	Institutions	
	Number	Percent
None*	397	70.9
1-5	27	4.8
6-10	18	3.2
11-25	23	4.1
26-50	34	6.1
51-100	32	5.7
101-200	19	3.4
201-400	6	1.1
Over 400	4	0.7
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

TABLE 13
Full-time secretarial-clerical personnel in adult,
continuing, and extension education (N=560)

Range	Institutions	
	Number	Percent
None*	382	68.2
1-5	148	26.5
6-10	13	2.3
Over 10	17	3.0
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

TABLE 14
Part-time secretarial-clerical personnel in adult,
continuing, and extension education (N=560)

Range	Institutions	
	Number	Percent
None*	430	76.7
1-5	121	21.6
6-10	7	1.3
Over 10	2	0.4
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

The most significant data in the staffing pattern section appeared to be the lack of full-time personnel, in all classifications, for adult, continuing, and extension education programs, as shown in Tables 9, 10, and 13. Also of significance were the data in Tables 11 and 12 which indicated a greater proportion of part-time administrative and faculty personnel in adult, continuing, and extension education programs.

Table 15 indicates the number of regular, full-time faculty members of the institutions who participated in at least one adult, continuing, or extension program during the 1969-1970 academic year.

TABLE 15
Regular, full-time faculty members involved in at least one
adult, continuing, or extension education program
during the 1969-1970 academic year (N=560)

Range	Institutions	
	Number	Percent
None*	309	55.5
1-10	100	17.9
11-25	59	10.5
26-50	42	7.5
51-75	12	2.1
76-100	10	1.8
101-250	21	3.8
251-500	4	0.4
501-750	0	0.0
751-1000	3	0.5
Over 1000	0	0.0
Total	560	100.0

* Includes the 145 institutions that did not have adult, continuing, or extension education programs.

The most significant fact revealed from the data in Table 15 was the participation volume of the regular full-time faculty in adult, continuing, and extension programs. Using the median of the various ranges in Table 15 it can be projected that 12,582 full-time regular faculty members participated in at least one adult, continuing, or extension program during the 1969-1970 academic year.

Special Public Service Programs in Adult, Continuing, or Extension Education

In addition to the facts pertaining to the nature and structure of the administrative organization for adult, continuing, and extension education programs within the member colleges and universities of the Southern Association, it was considered of major importance to identify the types and kinds of special public service programs offered. Table 16 presents a summary of participating institutions in nine program areas.

The most significant data in Table 16 are those identifying the number of institutions having conferences and workshops (203), cultural enrichment programs (147), late afternoon-evening college academic programs (142), off-campus college academic programs (138), and compensatory education programs (86). It is also of interest that 31 of the institutions identified other types of public service programs in adult, continuing, and extension education which did not fall into the specific classifications.

TABLE 16
Classification of the frequency of participation in specific public service programs
in adult, continuing, and extension education (N=560)

Type of program	Institutions	
	Number	Percent
Late afternoon-evening college academic program on campus	142	25.4
Off-campus college academic programs	138	24.6
Conferences, workshops, short courses, and institutes	203	36.3
Self-directed study	59	10.5
Compensatory education	86	15.4
Cultural enrichment	147	26.3
Interdisciplinary institutes and centers	36	6.4
Resource referral services	26	4.6
Foreign travel study	29	5.2
Other	31	5.5

Specific Micro Level Systems

An analysis of the data was made to clearly identify and determine the status of the specific public service program areas within the member institutions of the Southern Association. As shown in Table 16, these program areas included late afternoon-evening college academic programs on campus, off-campus academic programs, conferences, workshops, short courses and institutes, self-directed study, compensatory education, cultural enrichment, interdisciplinary institutes and centers, resource referral services, and foreign travel study.

An analysis of these data is presented in narrative and tabular summary form in the sections that follow.

Late Afternoon-Evening College Academic Programs on Campus

Late afternoon-evening college academic programs on campus were defined in the instrument as programs which are administratively based in the adult, continuing, or extension education section of the institution. Programs of this type that were based in the regular academic program of the institution and, in fact, were an extension of the day schedule were not included. The data in Table 16 indicate that 142 or 25.4 percent of the 560 member institutions of the Southern Association had on-campus late afternoon-evening academic programs. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 142 institutions with special academic programs represented 34 percent of that total. In addition to the 142 institutions with formal evening academic programs as a part of their administrative unit for adult, continuing, and extension education, 178 institutions indicated they had "occasional" evening academic programs or classes. This made a total of 320 institutions with some type of late afternoon-evening college academic program on campus.

A classification of the types of credit available was made with the following results: 111 institutions offered undergraduate credit; 38, graduate credit; and 35, both undergraduate and graduate credit. Ninety-five of the 415 institutions having public service programs did not have late afternoon-evening programs.

Of the 142 institutions having formal evening academic programs, 133 offered a full undergraduate degree program, and 64 offered a full graduate degree program. There were no significant differences indicated by the respondents in admission requirements for credit students in evening programs.

In response to a listing of eight administrative services which might be available during the evening hours, the data indicated that 197 institutions offered from five to eight of the services, while 33 offered one to four of the services. The services available included counseling, faculty advising, registration, admissions, as well as business office, bookstore, student union, and parking facilities.

The data on the faculty composition for the late afternoon-evening academic programs revealed that in 118 institutions from 76 to 100 percent of the faculty were from the regular faculty of the institution, in 46 institutions the range was from 51 to 75 percent, in 28 institutions the range was from 26 to 50 percent, and in 34 institutions the range was below 26 percent.

One hundred and thirty-two of the institutions had a staff person whose major responsibility was to provide leadership for the administration of the late afternoon-evening academic programs. Separate operating budgets were provided for late afternoon-evening programs in 101 of the institutions. These budgets ranged from \$20,000 to \$1,500,000 (Table 17).

TABLE 17
Annual operating budget data for the late afternoon-evening college academic programs

Range of budgets, dollars	Number of institutions
Up to 20,000	27
20,001-50,000	27
50,001-100,000	17
100,001-250,000	15
250,001-500,000	10
500,001-1,000,000	2
1,000,001-1,500,000	1
Over 1,500,000	2

The status of the late afternoon-evening academic program within the institutions was determined by an assessment of the level of involvement of the regular faculty, including deans, department heads, and teaching faculty, in the decision-making process concerning courses and curricula for the programs. A high level of involvement by the faculty as defined was indicated by 161 institutions and a moderate level of involvement was indicated by 71 institutions. No involvement was indicated by 88 of the 320 institutions reporting some types of late afternoon-evening academic programs.

Instructional approval for the late afternoon-evening academic programs was indicated by 236 institutions. No approval was indicated by 84 of the 320 institutions. Only 89 of the 320 institutions indicated some type of regular and systematic program of evaluation.

Off-Campus College Academic Programs

Off-campus college academic programs were defined for the study as credit courses that are taught in an off-campus setting and are comparable to their campus counterparts. Table 16 identified 138 or 24.6 percent of the 560 member institutions of the Southern Association as having off-campus college academic programs. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 138 institutions with off-campus college academic programs represented 33 percent of that total. In addition to the 138 institutions which indicated formal off-campus credit programs as a part of their administrative unit for adult, continuing, and extension educa-

tion, 182 institutions indicated they have an occasional off-campus credit program. This made a total of 320 academic programs.

A classification of the types of credit available in the off-campus credit programs was made and revealed the following results: 82 institutions had nondegree oriented programs; 142 had degree programs, both undergraduate and graduate; 67 had formal programs leading to some type of certification, both at the undergraduate and graduate levels; and 15 indicated some other types of special off-campus credit programs.

Of the 138 institutions having formal off-campus credit programs, 26 offered a full undergraduate degree program, while 23 institutions offered a full graduate degree program off campus.

All 138 of the institutions with formal off-campus credit programs indicated no difference in the admission requirements in relation to regular on-campus students. Seventy-eight institutions indicated no differences in admission requirements for off-campus graduate students in relation to regular on-campus graduate students.

In response to a listing of eight administrative services usually available to regular on-campus students, the units indicated 114 institutions offered from five to eight and 60 institutions offered from one to four of the same services to their off-campus credit students. The services included counseling, faculty advising, registration, admissions, and business office, bookstore, student union, and parking facilities.

The data on the composition of the faculty for the off-campus credit programs revealed that in 83 institutions from 76 to 100 percent of the faculty were from the regular faculty of the institution, in 31 institutions the range was from 51 to 75 percent, in 29 institutions the range was from 26 to 50 percent, and in 22 institutions the range was below 26 percent.

One hundred and nineteen of the institutions had a staff person whose major responsibility is to provide leadership for the administration of the off-campus credit programs. Separate operating budgets were provided for off-campus programs in 93 institutions. These budgets ranged from \$20,000 to \$500,000. Table 18 presents a summary of the budget data.

TABLE 18
Annual operating budget data for off-campus
college academic programs

Range of budgets, dollars	Number of institutions
Up to 20,000	38
20,001-50,000	16
50,001-75,000	5
75,001-100,000	12
100,001-250,000	7
250,001-500,000	9
Over 500,000	6

The status of the off-campus college academic program within the institutions was determined by an assessment of the level of involvement of the regular faculty of the institution, including deans, department heads, and teaching faculty members, in the decision-making process concerning courses and curricula for the programs. A high level of involvement by the faculty as so defined was indicated by 91 institutions. A moderate level of involvement was indicated

by 73 institutions. No involvement was indicated by 169 of the 320 institutions reporting some type of off-campus credit work.

Instructional approval for off-campus credit programs by the appropriate department head, dean, and curriculum committee was indicated by 178 institutions. No approval was indicated by 142 of the 320 institutions reporting off-campus credit programs.

Only 65 of the 320 institutions operating off-campus college academic programs indicated some type of regular and systematic program of evaluation.

Conferences, Workshops, Short Courses, and Institutes

Conferences, workshops, short courses, and institutes are an important part of the public service function of an institution. Table 16 identified 203 or 36.3 percent of the 560 member institutions of the Southern Association as having conference, workshop, short course, and institute programs. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 203 institutions with these special conference programs represented 49 percent of that total. In addition to the 203 institutions which indicated formal programs of this nature as a part of their administrative unit for adult, continuing, and extension education, 99 institutions indicated they had an occasional conference, workshop, short course, or institute. This makes a total of 302 institutions with some type of conference program. Table 19 presents a classification of the types of conferences and other such programs offered.

TABLE 19
Classification of types of conferences, workshops,
short courses, and institutes offered

Classification	Institutions	
	Number	Percent
On-campus programs	220	72.8
Off-campus programs	148	49.0
Undergraduate credit available ..	86	28.4
Graduate credit available	57	18.8
Noncredit programs available	213	70.5
Certification programs available ..	126	41.7

Of the 302 institutions offering some type of conference program, 222 indicated that such programs were open to regularly enrolled full-time students. Academic credits were available to regularly enrolled students for participation in conference, workshop, short course, and institute programs in 94 institutions.

In response to a listing of nine administrative services for participants in conference programs, 13 institutions indicated an offering of from seven to nine of the services, 165 indicated from four to six of the services, and 72 indicated that up to three of the services were available. Table 20 presents the number of administrative services and facilities available in the institutions. The services included on-campus facilities for meetings, residence accommodations, food service, parking, and registration. The data in Table 21 indicate a large volume of participation in conferences, workshops, short courses, and institute programs.

The data on the instructional faculty for the conference programs revealed that in 55 institutions from 76 to 100 percent of the faculty were from the regular faculty of the institution, in 45 institutions the range was from 51 to 75 percent, in 63 institutions the range was from 26 to 50 percent, and in 62

institutions the range was below 26 percent. The instructional faculty members for conferences not from the regular faculty were evenly divided as originating from the local community and from outside the geographical region.

One hundred and thirty-seven of the institutions had a staff person whose major responsibility was to provide for the administration of the conference, workshop, short course, and institute programs. Table 22 indicates the numerical staffing for conference programs.

TABLE 20
Administrative services and facilities available for conferences, workshops, and institutes

Service or facility	Number of institutions
On-campus center	39
Off-campus center	11
Other on-campus facilities available for conferences, workshops, institutes	235
Off-campus facilities (hotels, motels) used	34
On-campus residence facilities other than dormitories	41
Dormitory space available for conferences, workshops, institutes	122
Off-campus residency space available in close proximity to campus	128
Food service available	204
Adequate parking provided	212

TABLE 21
Statistical information on conferences, workshops, and institutes

Items	Number	Percent
Total number of conferences, workshops, institutes during 1969-70 academic year	16,815	
Enrollment data in conferences, workshops, and institutes	570,150	100
From the regular campus students	32,965	6
From outside respective state but within SACS region	71,721	12.5
From outside SACS region but within USA	28,743	5.1
From other countries*	2,377	.05
From local area	434,344	76.35

* Does not include regular on-campus international students.

TABLE 22
Numerical range of full-time permanent staff assistants for conferences, workshops, short courses, and institutes

Number of staff members	Number of institutions
1-3	69
4-5	10
6-8	7
9-10	0
11-12	2
13-15	1
Over 15	1

Separate operating budgets were provided in 128 of the 302 institutions for conference programs. These budgets ranged from \$5,000 to \$500,000. Table 23 summarizes the annual budget data.

TABLE 23
Annual operating budget for conferences, workshops,
short courses, and institutes

Range of budget, dollars	Number of institutions
Up to 5,000	47
5,001-10,000	12
10,001-15,000	9
15,001-25,000	17
25,001-50,000	10
50,001-75,000	8
75,001-100,000	2
100,001-250,000	12
250,001-500,000	8
Over 500,000	3

The status of the conference, workshop, short course, and institute programs within the institutions was determined by an assessment of the level of involvement of the regular faculty of the institution including deans, department heads, and teaching faculty members in the decision-making process concerning courses and curricula for the programs. A high level of involvement by the faculty as so defined was indicated by 89 institutions; a moderate level of involvement was indicated by 149 institutions. No involvement was indicated by 13 of the 302 institutions having some type of conference program.

Instructional approval by the appropriate department head, dean, and curriculum committee was indicated by 223 institutions. No approval was indicated by 79 of the 302 institutions reporting conference programs.

Only 97 of the 302 institutions operating conference, workshop, short course, and institute programs indicated some type of regular and systematic program of evaluation.

Independent Self-Directed Study Programs

Independent self-directed study programs were identified for this study in one of two ways. One type was the formalized independent study course or program which may lead to a degree. Usually the academic standards for such programs are consistent with standards for regular campus classes. A second type of independent self-directed study was that which relates to study which a person may do on his own and for which he may seek credit from the institution by examination.

Table 16 identified 59 or 10.5 percent of the 560 member institutions of the Southern Association as having self-directed study programs. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 59 institutions with self-directed study programs represented 14.2 percent of that total. In addition to the 59 institutions which indicated formal self-directed study programs as a part of their administrative unit for adult and continuing education, 232 institutions had indicated that other department or divisions of the institution may occasionally provide for a self-directed study course. This makes a total of 291 institutions with some type of self-directed study course or program. Table 24 presents an analysis of the types of formal self-directed study programs offered.

TABLE 24
Types of self-directed study programs and credit offered

Type of program	Number of institutions by programs and credit offered		
	Graduate	Under-Graduate	Other
Correspondence	2	27	3
Self-directed seminar combination	1	12	3
Computer assisted instruction	0	1	1
Educational television	2	6	2
Other	0	0	12

Analysis of the data pertaining to credit programs revealed that three institutions had self-directed study programs which enabled a student to earn an undergraduate degree without attending regular classes. Two institutions had programs which enabled a student to earn a graduate degree without attending regular classes. There were no differences in admission requirements for students enrolling in either undergraduate or graduate self-directed study programs and for the students in the regular academic program in 50 of the 59 institutions offering self-directed study.

Special administrative services for self-directed study programs included counseling services, faculty advising, and seminars and discussions. Table 25 indicates the number of respondents in each category.

TABLE 25
Special administrative services for self-directed study students

Service offered	Number of Institutions
Counseling	57
Faculty advising	59
Seminars and discussion groups	24
Other special services	15

The data on the composition of the faculty for self-directed study programs revealed an insignificant number from outside the regular faculty of the institution, with 96.3 percent of the faculty for the programs coming from within the regular faculty of the institutions.

Fifty of the institutions had a staff person who was designated to provide leadership for the administration of the self-directed study program. Only one institution designated this as the major role of an individual. Separate operating budgets were provided for self-study programs in 34 institutions. These budgets ranged from \$5,000 to \$200,000. Table 26 summarizes the budget data.

TABLE 26
Annual operating budget ranges for self-directed study programs

Range of budget, dollars	Number of Institutions
Up to 5,000	5
5,001-10,000	3
10,001-15,000	3
15,001-25,000	5
25,001-50,000	8
50,001-75,000	1
75,001-100,000	3
100,001-200,000	4
Over 200,000	2

The status of the self-directed study programs within the institutions was determined by an assessment of the level of involvement of the regular faculty of the institution, including deans, department heads, and teaching faculty, in the decision-making process concerning courses and curricula for the programs. A high level of involvement by the faculty as so defined was indicated by 36 institutions. A moderate level of involvement was indicated by 41 institutions. No involvement was indicated by 214 of the 291 institutions reporting some type of self-directed study course or program.

Instructional approval for self-directed study programs by the appropriate department head, dean, and curriculum committee was indicated by 77 institutions. No approval was indicated by 214 of the 291 institutions reporting self-directed study programs.

Only 39 of the 291 institutions having self-directed study courses or programs indicated some type of regular and systematic program of evaluation.

Compensatory Education

Compensatory education was defined in this study to include college preparatory, vocational, and remedial education programs. Table 16 identified 86 or 15.4 percent of the 560 member institutions of the Southern Association as having compensatory education programs. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 86 institutions with compensatory education programs represented 20.7 percent of that total. In addition to the 86 institutions that indicated formal compensatory education programs as a part of their administrative unit for adult and continuing education, 65 institutions indicated that other departments or divisions of the institution may occasionally provide for some form of compensatory education. This makes a total of 151 institutions with some type of compensatory education. Table 27 presents an analysis of the types of formal programs of compensatory education in responding institutions.

TABLE 27
Types of compensatory education programs

Type of program	Number of institutions
College preparatory	85
Vocational	41
Literacy	37
Language facilitating	53
Other	31

The data in Table 27 show that 109 of the responding institutions indicated that compensatory education programs were open to regularly enrolled students of the institutions. Forty-two of the programs were designed for special students who were not regularly enrolled in the institutions. Academic credit was available for compensatory education programs in 44 institutions. Table 28 presents an analysis of the regular student enrollment in compensatory education programs.

TABLE 28
Percentage of enrollment in compensatory education programs
from regular student enrollments

Percentage of enrollment	Number of institutions
Up to 10%	27
11 to 20%	12
21 to 50%	9
51 to 80%	1
81 to 100%	42

The data on the composition of the faculty for compensatory education programs revealed that 87.1 percent of the faculty for these programs were from within the regular faculty of the institutions. Fifty-nine of the institutions have a staff person who was designated to provide leadership for the administration of the compensatory education program. Separate operating budgets were provided for compensatory education in 64 institutions. These budgets ranged from \$5,000 to \$200,000. Table 29 summarizes the budget data.

TABLE 29
Annual operating budget for compensatory education programs

Range of budget, dollars	Number of institutions
Up to 5,000	14
5,001-10,000	9
10,001-15,000	5
15,001-25,000	7
25,001-50,000	10
50,001-75,000	5
75,001-100,000	7
100,001-200,000	4
Over 200,000	3

The status of the compensatory education programs within the institution was determined by an assessment of the level of involvement of the regular faculty of the institution, including deans, department heads, and teaching faculty members, in the decision-making process concerning courses and curricula for the programs. A high level of involvement by the faculty as so defined was indicated by 40 responding institutions. A moderate level of involvement was indicated by 72 institutions. No involvement was indicated by 39 of the 151 institutions reporting some type of compensatory education course or program.

Instructional approval for compensatory education programs by the appropriate department head, dean, and curriculum committee was indicated by 114 institutions. No approval was indicated by 37 of the 151 institutions reporting compensatory education courses or programs.

Regular and systematic evaluation procedures for compensatory education programs were reported by 74 of the 151 institutions.

Cultural Enrichment Programs

Cultural enrichment programs were defined for this study as lectures, courses, classes, seminars, and performances in music, art, literature, writing, and other arts which are designed to enrich an individual's cultural and social background. Table 16 identified 147 or 26.3 percent of the 560 member institutions of the Southern Association as having cultural enrichment programs. When considered as a part of the 415 institutions of the Association having a commitment to

public service programs, the 147 institutions with cultural enrichment programs represented 35.4 percent of that total. In addition to the 147 institutions which indicated formal cultural enrichment programs as a part of their administrative unit for adult and continuing education, 179 institutions indicated that other departments or divisions of the institution occasionally provide for some type of cultural enrichment program, class, course, lecture, or performance. This made a total of 326 institutions with some type of cultural enrichment program.

The data on the 147 institutions that had a regular cultural enrichment program show that 95 of the institutions offered some programs in an off-campus setting while 124 offered the programs on campus. In 59 institutions credit that may be applicable toward a degree could be earned for on-campus cultural enrichment courses.

The data on the composition of the faculty for cultural enrichment programs revealed that 78 percent of the faculty involved with the program were from within the regular faculty of the institutions.

Seventy-three of the institutions had a staff person who was designated to provide leadership for the administration of the cultural enrichment programs. Separate operating budgets were provided for cultural enrichment programs in 91 institutions. These budgets ranged from \$5,000 to \$200,000. Table 30 summarizes the budget data.

TABLE 30
Annual operating budget for cultural enrichment programs

Range of budgets, dollars	Number of Institutions
Up to 5,000	45
5,001-10,000	15
10,001-15,000	9
15,001-25,000	8
25,001-50,000	5
50,001-75,000	2
75,001-100,000	1
100,001-200,000	3
Over 200,000	3

The status of the cultural enrichment programs within the institutions was determined by an assessment of the level of involvement of the regular faculty of the institution, including deans, department heads, and teaching faculty members, in the decision-making process concerning classes, courses, performances, and other curricula matters. A high level of involvement by the faculty as so defined was indicated by 53 institutions. A moderate level of involvement was indicated by 109 institutions. No involvement was indicated by 164 of the 326 institutions reporting some type of cultural enrichment program.

Instructional approval for cultural enrichment programs by the appropriate department head, dean, and curriculum committee was indicated by 155 institutions. No approval was indicated by 171 of the 326 institutions reporting cultural enrichment programs.

Only 44 of the 326 institutions reported regular and systematic evaluation procedures for cultural enrichment programs.

Problem-Solving Institutes of an Interdisciplinary Nature

Problem-solving institutes of an interdisciplinary nature were defined for this study as a combining of the various components of an institution with expertise to focus on a specific problem usually of a social and/or economic nature. Table 16 identified 36 institutions or 6.4 percent of the 560 member institutions of the Southern Association which had problem-solving institutes. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 36 institutions with problem-solving institutes represented 8.6 percent of that total. In addition to the 36 institutions which indicated formal organized problem-solving institutes of an interdisciplinary nature as a part of their administrative unit for adult and continuing education, 38 institutions indicated that other departments and divisions of the institution occasionally conduct some type of problem-solving program of an interdisciplinary nature. This made a total of 74 institutions involved in some type of problem-solving institute or program.

In the analysis of the data on the 36 institutions which had formal problem-solving institutes, it was found that 16 of the institutions allowed academic credit for classes or courses in the institutes. Eight of these allowed undergraduate credit, seven allowed graduate credit, and one allowed both undergraduate and graduate credit.

The data on the composition of the faculty for problem-solving institutes revealed that 17.7 percent of the faculty were hired permanently by the institute, 41.9 percent were obtained on a shared basis from the regular teaching-research faculty of the institution, and 40.3 percent were obtained on a part-time basis from outside the institution.

Twenty of the institutions had a staff person who was designated to provide leadership for the administration of problem-solving institutes. Separate operating budgets were provided for the administration of institutes in 23 institutions. These budgets ranged from \$25,000 up to \$500,000. Tables 31 and 32 summarize the budget data.

TABLE 31
Annual operating budget for problem-solving institutes
of an interdisciplinary nature

Range of budgets, dollars	Number of institutions
Up to 25,000	12
25,001-50,000	2
50,001-100,000	4
100,001-200,000	3
200,001-300,000	2
300,001-500,000	1
Over 500,000	0

TABLE 32
Sources of annual operating budget for problem-solving
institutes of an interdisciplinary nature

Budget source	Percentage	Number of Institutions
Institutional budget	Up to 25%	7
	26 to 50%	6
	51 to 75%	1
	76 to 100%	4
Fees and tuition	Up to 25%	9
	26 to 50%	3
	51 to 75%	2
	76 to 100%	4
Grants and gifts	Up to 25%	3
	26 to 50%	5
	51 to 75%	2
	76 to 100%	12
Miscellaneous	Up to 25%	1
	26 to 50%	0
	51 to 75%	2
	76 to 100%	1

The status of the problem-solving institutes within the institutions was determined by an assessment of the level of involvement of the regular faculty of the institution including deans, department heads, and teaching faculty members in the decision-making process concerning the nature and curricula of the institutes. A high level of involvement by the faculty as so defined was indicated by 31 institutions. A moderate level of involvement of the faculty was indicated by 32 of the 74 institutions reporting some type of problem-solving institute or program.

Instructional approval for problem-solving institutes by the appropriate department heads, deans, and curriculum committees was indicated by 38 institutions. No approval was indicated by 36 of the 74 institutions reporting some type of problem-solving institutes or programs of an interdisciplinary nature.

Regular and systematic evaluation procedures for problem-solving institutes were reported by 28 of the 74 institutions.

Resource Referral Service

A college and university resource referral service was defined for this study as an established service center for a general or specific purpose to direct and bring together the publics of the institution and the various resources of the institution for the accomplishment of a specific objective. Table 16 identified 26 institutions or 4.6 percent of the 560 member institutions of the Southern Association which had resource referral services. When considered as a part of the 415 institutions of the Association having a commitment to public service programs, the 26 institutions with resource referral services represented 6.2 percent of that total. In addition to the 26 institutions which indicated formal organized resource referral service centers as a part of their administrative unit for adult and continuing education, 322 institutions indicated that other departments and divisions of the institution occasionally perform some type of resource referral service. This makes a total of 348 institutions involved in some type of resource referral service.

Thirteen of the 26 institutions with formal resource referral services had a staff person who was designated to provide leadership for the administration of the

resource referral services. Separate operating budgets were provided for the resource referral services in nine institutions. These budgets ranged from \$25,000 to \$200,000. Tables 33 and 34 summarize the budget data.

TABLE 33
Annual operating budget for resource referral services

Range of budgets, dollars	Number of institutions
Up to 25,000	6
25,001-50,000	2
50,001-100,000	0
100,001-200,000	0
Over 200,000	1

TABLE 34
Sources of annual operating budget for
resource referral services

Budget source	Percentage	Number of institutions
Institutional budget	Up to 25%	6
	26 to 50%	2
	51 to 75%	0
	76 to 100%	1
Service fees	Up to 25%	0
	26 to 50%	4
	51 to 75%	0
	76 to 100%	13
Grants and gifts	Up to 25%	3
	26 to 50%	3
	51 to 75%	0
	76 to 100%	0
Miscellaneous	Up to 25%	2
	26 to 50%	0
	51 to 75%	0
	76 to 100%	1

The status of the resource referral service program within the institution was determined by an assessment of the level of involvement of the regular faculty of the institution including deans, department heads, and teaching faculty members in the decision-making process concerning the nature and focus of the resource referral service. A high level of involvement of the faculty as so defined was indicated by nine institutions. A moderate level of involvement was indicated by 22 institutions. No involvement of the faculty was indicated by 319 of the 348 reporting some type of resource referral service.

Regular and systematic evaluation procedures for resource referral services were reported by 10 institutions.

Foreign Travel Study

Foreign travel study programs were defined for this study as travel abroad involving an academic program which is supplemented by seminars, readings, reports, and other academic exercises required for credit. Table 16 identified 29 institutions or 5.1 percent of the 560 member institutions of the Southern Association which had foreign travel study programs. When considered as a part of the 415 institutions of the Association having a commitment to public service pro-

grams, the 29 institutions represented 6.9 percent of that total. In addition to the 29 institutions which indicated formal organized foreign travel study programs as a part of their administrative unit for adult and continuing education, 195 institutions indicated that other departments and divisions of the institution occasionally participate in a foreign travel study program. This makes a total of 224 institutions which were in some way involved with foreign travel study programs.

In the analysis of the data on all levels of involvement of foreign travel study programs, it was found that 64 institutions allowed undergraduate credit and 19 allowed graduate credit. Seventy-six of these institutions allowed credit toward a degree for participation in these programs.

The data on the composition of the faculty for foreign travel study programs revealed that 72.7 percent of the faculty were obtained from the regular faculty of the institution and 27.3 percent were from outside of the institution.

Table 35 summarizes the volume of student participation in foreign travel study programs during the 1969-1970 academic year within the member institutions of the Southern Association.

TABLE 35
Student participation in foreign travel study programs within
the member institutions of the Southern Association
during the 1969-1970 academic year

Number of students	Number of institutions
Up to 25	33
26-50	11
51-75	6
76-100	1
101-150	3
151-175	0
176-200	2
Over 200	1

Table 36 summarizes the source of the students participating in the foreign study travel programs during the 1969-1970 academic year within the member institutions of the Southern Association.

TABLE 36
Source of student participants in foreign study travel programs
during the 1969-1970 academic year within the member
institutions of the Southern Association

Source of students	Percentage	Number of institutions
Within the institution	Up to 25%	4
	26 to 50%	7
	51 to 75%	6
	76 to 100%	39
Outside the institution	Up to 25%	19
	26 to 50%	3
	51 to 75%	5
	76 to 100%	3

Two to five of the institutions had a staff person who had been designated to provide leadership for the administration of foreign travel study programs. Separate operating budgets were provided for the administration of foreign travel

study programs in 23 institutions. These budgets ranged from \$5,000 to \$100,000. Tables 37 and 38 summarize the budget data.

TABLE 37
Annual operating budget for foreign travel study programs

Range of budget, dollars	Number of institutions
Up to 5,000	10
5,001-10,000	1
10,001-15,000	1
15,001-25,000	4
25,001-50,000	3
50,001-75,000	0
75,001-100,000	2
Over 100,000	2

TABLE 38
Sources of annual operating budget for foreign
travel study programs

Source of budget	Percentage	Number of institutions
Institutional budget	Up to 25%	5
	26 to 50%	1
	51 to 75%	1
	76 to 100%	13
Tuition and fees	Up to 25%	4
	26 to 50%	1
	51 to 75%	2
	76 to 100%	31
Miscellaneous	Up to 25%	1
	26 to 50%	0
	51 to 75%	0
	76 to 100%	7

The status of the foreign travel study programs within the institution was determined by an assessment of the level of involvement of the regular faculty of the institution, including deans, department heads, and teaching faculty members, in the decision-making process concerning the courses, credit, and other curricula matters for foreign travel study. A high level of involvement of the faculty as so defined was indicated by 34 of the 224 institutions. A moderate level of involvement was indicated by 45 institutions. No involvement of the faculty was indicated by 145 of the 224 institutions reporting some participation in foreign travel study programs.

Instructional approval for foreign travel study programs by the appropriate department heads, deans, and curriculum committees was indicated by 78 of the 224 institutions reporting some involvement in these programs.

Regular and systematic evaluation procedures for foreign travel study programs were reported by 33 institutions.

Evaluation and Accreditation Guidelines for Adult and Continuing Education and Other Nontraditional Study Programs

Based on the results of the study describing the status of adult and continuing education programs within the college and university membership of the Southern Association, a new accreditation Standard was developed. The status study provided basic information on the existing quantity and quality of public service programs within the member institutions of higher education. The current status of such programs was clearly identified and emerging trends were detected. The need for an updated and expanded medium for evaluation of and guidance in the development of public service programs was evident. A new and effective standard which would encourage institutions in the development of innovative programs for education at all levels to all publics was needed. Such a standard, so developed, adopted, and implemented, would serve as a legitimizing and organizing force in a relatively new and rapidly expanding educational field.

The rationale for the new Standard was based on the summary findings of the data presented in the preceding sections of this chapter. Clearly defined purposes and objectives, an adequate administrative organization, a sound financial base, a competent faculty, sufficient and adequate facilities for the programs offered, and effective systematic evaluation within the framework of the stated purpose and objectives of the program and the institution, are essential for the development and propagation of a strong public service program in adult and continuing education and other nontraditional study areas.

The status of the adult, continuing, and extension education programs within an institution should be equal to other academic units of the institution. Restrictive clauses, credit limitations, and "extension credit" designation were eliminated. The proper involvement of the appropriate deans, departments, and curriculum committees of the institution are essential to ensure the quality and provide the necessary elements for co-equal status of public service programs with the institutional and research components of the institution.

The need for an effective measure and evaluation of noncredit programs and activities, both for the institution and the individual student, was evident. The researcher, having worked with the National Task Force for the development of a Continuing Education Unit since its inception in mid-1968, explored the use of the unit with the advisory committee from member institutions. The unit, defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction" was field-tested by the advisory group and incorporated into the new Standard.

Specific illustrations in the Standard were developed to give direction and guidelines to the micro systems identified by the study. Each of the program area illustrations gives appropriate definitions to assist the institution in the development of these areas, but is broadly based to encourage innovation on the part of the institution.

The new Standard was field-tested by the advisory group, revised on the basis of the pretest, and submitted to the presidents of the college members of the Association for review in September, 1971. The new Standard was adopted by unanimous vote of the voting delegates of the 560 college and university members at the Annual Meeting of the Southern Association in Miami Beach, Florida, December 1, 1971.

The new Standard is as follows:

1971 Standard Nine

Special Activities

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands, and their responsibilities to their constituents. Special activities programs are defined as: operationally separate units; external or special programs; off-campus classes and units; independent study programs, including correspondence and home study; conferences and institutes, including short courses and workshops; foreign travel and study; media instruction, including radio and television; and on-campus programs, including special summer sessions and special evening classes.

An institution that is inaugurating, continuing, or expanding special activities programs should have resources available beyond those provided for the basic academic programs of the institution. Since the quality and excellence of all instructional programs should be of constant concern to every institution, it is essential that provisions for special activities should include an adequate administrative organization, a sound financial base, a competent faculty, and sufficient and adequate facilities for the program offered.

The Commission does not wish to be restrictive on new special activities programs of a member institution, but rather seeks to encourage innovation and an imaginative approach to providing quality instruction according to the educational needs of the college's constituents. An institution contemplating the inauguration of a new special activity not covered by this Standard shall inform the Executive Secretary of the Commission in advance as to the nature, design, and purpose of the new program area. An institution may solicit an advisory opinion of the Executive Secretary of the Commission as to the appropriateness of a contemplated new activity.

Unless specifically qualified in the Illustrations, credit regulations for the special activities programs should be consonant with those of the total institution. The amount of credit for each course or program should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution. Noncredit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.).

On-campus programs of a special activities nature, whether designated as continuing education or as adult and extension activities, should be coordinated within the organizational structure of the institution relative to special activities; they should be governed by the policy guidelines of the institution.

The Standards of the College Delegate Assembly apply directly to all programs. It shall be the responsibility of the parent institution to justify all special activities (credit or noncredit) within the framework of its stated purpose and objectives as a function of its central mission. All special activities programs must be compatible with the total educational program of the institution.

Special activities shall always be evaluated and judged by the Commission on Colleges as part of its function in recommending the granting or reaffirming of accreditation of the total institution.

Illustrations and Interpretations

1. Administration and Organization

Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude

of its program. These must be well defined and should be clearly understood by the total institution. Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (*e.g.*, vice-chancellor, vice-president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campuswide administrative and academic advisory groups.

The administrative unit for special activities shall be responsible for coordination of all special activities within the institution, both on- and off-campus.

Procedures within the institution for the establishment of new programs, interinstitutional agreements and arrangements, and resources allocation should recognize special activities as an integral part of the total institution. The administrative unit should provide for continuous systematic evaluation of programs and offerings within the total scope of special activities.

The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of noncredit classes, courses, and programs. A c.e.u. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. Information and guidelines on c.e.u. may be obtained by writing to the Executive Secretary of the Commission. The c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

2. Financial

The administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered (internal management and accounting) by the designated officer of the unit in conformity with the fiscal policies and procedures of the central business office of the institution. Institutional or general fund support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution.

Special activities should not be determined solely on the principle of being "self-supporting," but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution.

3. Faculty

Provision of an adequate and qualified faculty and staff to support the special activities program is essential to maintaining the academic quality of the institution. Full-time faculty and staff members in special activities should be accorded the same recognition and benefits as other faculty and staff members of the institution.

All who teach in special activities must have competence in the fields in which they teach, attested to by advanced study culminating in appropriate graduate degrees; or by extensive work experience in the teaching fields; or in a professional practice which is of the highest quality.

Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units of the institution assigned to special activities programs should be developed and approved jointly by the administrative head of the special activities unit and the appropriate administrative and academic personnel of the institution.

4. Students

It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career-oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

Policies should be developed for admissions, registration procedures, counseling and guidance services, and records. The characteristics of these policies should be directly related to the nature, character, and need of the special activities student.

5. Operationally Separate Units

An operationally separate unit off-campus is a degree-granting division or unit of an institution, located in a geographical setting separated from the parent institution or central administration and authorized for a stated purpose in relation to the parent institution and the area served. It has planned programs leading to undergraduate, graduate, or professional degrees which are granted by or in the name of the parent institution or central administration.

A degree-granting unit shall have such administrative organization, programs, financial resources, library, and physical facilities that it can be evaluated as an autonomous institution in terms of the Standards of the College Delegate Assembly. It must follow regular procedures for membership in the Southern Association of Colleges and Schools. When the unit achieves accreditation, it will be listed as any other institution in the membership.

6. External or Special Degree Programs (Nontraditional Study)

An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination. An institution inaugurating, continuing, or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the individual, to his prior educational achievement and vocational and avocational experiences, and to his goals and objectives. Guidelines concerning transfer of credit, credit by examination (*e.g.*, College Level Examination Program of the College Entrance Examination Board and the institution's own examinations), and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counseling, should be explicit. Evaluation and examination procedures which determine that the individual has successfully completed the degree requirements must be clearly outlined and fully developed.

An institution contemplating the inauguration of an external or special degree program should inform the Executive Secretary of the Commission on Colleges in advance and arrange for a preliminary advisory study by the Commission prior to undertaking the program.

7. Off-Campus Classes and Units

Courses taught in an off-campus setting should maintain the academic integrity of the institution. Special attention should be given to ensure the appropriateness of the courses to the students. Courses requiring laboratories, extended library

study, or other special materials should not be offered unless arrangements are made to provide the necessary resources.

When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as the center or regional campus. The parent institution should provide an organization for full-time administration of the unit, for faculty, for library staff, and for physical facilities that are comparable to their campus counterparts.

These programs and the amount of credit of c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

8. Independent Study

Independent study programs, including correspondence courses, basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may include such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that relating to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as the CLEP.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

9. Conferences and Institutes

Conferences and institutes and their many variations are an important part of the special activities programs of many institutions. For purposes of identification and clarification the following categories and definitions may be useful.

Conference: A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Institute: Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis, for example.

Short Course: A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks). Quizzes and examinations may be given, depending upon the determination of requirements. The noncredit course under the public service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Workshop: Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

Seminar: A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education, a seminar is more likely to be a one-time offering, although it may continue for several days.

Special Training Program: A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

10. Media Instruction

Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, telelecture, and other such forms of media instruction which may develop. These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

11. Foreign Travel and Study

Credit shall not be permitted for travel *per se*. Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading, reports, or similar academic exercises based on the same criteria for credit as independent study. Special attention should be directed to the quality of the academic programs at the foreign institution or institutions.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities, in cooperation with the appropriate deans and departments of the institution.

12. On-Campus Programs

Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not a part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult, and extension activities (e.g., conferences, institutes, short courses, workshops, seminars, and special training programs).

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

* * *

The new Standard will enable an institution committed to a public service function to fulfill its responsibility without external restraints or limitation. As a guideline for public service programs, this Standard will make it possible for

institutions of higher education in the southern region to respond to the societal needs for expanded educational services. The new Standard literally makes it possible for the institution so committed to fulfill the need expressed by a group of distinguished citizens at the Galaxy Conference on Adult Education held in Washington, D. C. in December, 1969. A part of that statement included (Special Degree Programs for Adults, 1971, p. 5):

The American people desperately need an adequate system of lifelong learning to enable us to remedy past deficiencies and to direct the forces of change toward humane ends. This lack cannot be filled merely by improving conventional schooling designed to prepare young people for the future, important as that may be. It must be filled by meeting continuous challenge with continuous response. Lifelong learning must be made an all-prevalent influence through which those who are responsible for today's critical decisions and choices—the adults of our nation—control the present and create the future we want.

Summary, Conclusions, and Recommendations

The purpose of this study was to determine the status of adult and continuing education and other nontraditional study programs of a public service nature which currently exist within the 560 college and university members of the Southern Association of Colleges and Schools, and to develop a new standard for evaluation and accreditation for use as a guideline by the member institutions in developing these types of programs.

Summary of Findings

The study was based on the premise that the public service function of higher education has a major role to play in the development of solutions to the current social crises within the American society. Therefore it was necessary to assess the current status of the public service function of the institutions of higher education within the Southern Association of Colleges and Schools in order to achieve the specific objectives of this study.

Subsequently, 560 reports, each encompassing 193 comments or a total of 108,273 responses, were analyzed. Likewise the opinions of experts in the field, used as an advisory committee in parts of the study; information from the literature on accreditation; and the professional experience of the researcher in the fields of adult and continuing education and accreditation provided additional sources of information.

The data received from the primary source was categorized on the basis of the conceptual framework of the study and related to the public service function of higher education, the accrediting process, and the needs of contemporary society. The survey instrument was valuable as the primary source of data to identify specific information on the status of adult, continuing, and extension education and other nontraditional study programs. The high return of survey forms (90 percent) demonstrated the interest and concern of the institutions in public service programs and the accrediting process. Follow-up procedures provided basic data on the 58 institutions which did not respond to the initial instrument, thus giving data on all 560 member institutions for the study. Recognizing the limitations which occur in the use of mail surveys, this technique did appear effective in this study for determining the status of adult, continuing, and extension education programs.

Administrative Areas of Concern

Though most of the institutions had articulated realistic and attainable goals for adult, continuing, and extension education programs, the administrative organizational pattern for maximum efficiency in the achievement of these goals and objectives was generally weak. The major weaknesses included: lack of a clearly defined administrative unit; an inconsistency in title designation both for the administrative unit and the administrative officer; lack of appropriate status for the administrative unit and the administrative officer, in relation to other components and academic units of the institution; insufficient resource allocation; and insufficient full-time faculty and staff allocations.

The major strengths revealed by the study included clearly defined, relevant objectives for the administrative unit; the volume of participation of the regular full-time faculty in adult, continuing, and extension education programs; and the quantification of specific program areas.

Program Areas of Concern

The total volume or number of institutions offering a diversity of programs identified a growing commitment on their part to the public service function. The 415 institutions which were identified as having some program areas of adult, continuing, or extension education had a total of 897 specific program units. This equals 2.16 programs per institution. The most frequent program area appeared to be conferences, workshops, short courses, and institutes, with 203 institutions having this subsystem within their unit. Cultural enrichment programs appeared to be the second most frequent, with 147 institutions offering these types of programs. The strongest program areas appear to be late afternoon-evening programs and off-campus programs, with 142 and 138 institutions, respectively, offering these units. The strength of these programs stems from the academic credits offered, the financial commitment to the programs, and the status of the programs within the regular faculty of the institution. The weakest of the program areas, with the least amount of financial support and status, appeared to be interdisciplinary institutes and resource referral services. Intermediate level programs were self-directed study, compensatory education, and foreign travel study.

Conclusions

It may be concluded from the findings of the study that institutions of higher education in the southern region are aware of the need for public service programs, are interested in relating their expertise to contemporary societal needs, and are willing to become involved by developing new and innovative programs.

However, based on the findings of this study, it is evident that, to date, the institutions have not fully accepted the challenge of public service; have not incorporated the necessary administrative units into their administrative organization with appropriate resource allocation; and have not given to adult, continuing, and extension education the appropriate status, equal to other components of the institution, to insure and safeguard the equality of these programs.

Recommendations

Findings in this study of adult, continuing, and extension education programs within the Southern Association of Colleges and Schools and extensive experience with the field of accreditation suggest specific considerations, or recommendations, for subsequent action and implementation.

Higher Education and the Public Service Function

1. A meaningful and constructive dialogue is needed between representatives of the public and representatives of institutions of higher education. The divisions that exist between the actual needs of the public and the hypothesized needs as they are being projected by the institutions could be resolved by effective and constructive inputs at all levels by all segments of both groups.

2. The need for an increased allocation and/or a reallocation of sufficient resources for the development and sustenance of public service programs within higher education should be accepted by the public; local, state, and federal governments; and the institutions.

3. The public service function should become a major component of the higher education structure, consonant to the functions of teaching and research

toward the goal of becoming an institution totally relevant to the needs of the society in which it exists.

4. Organization and administration of higher education should be restructured so as to incorporate the elements necessary to establish and develop public service programs of a quality equal to other components of the institutions of higher learning.

5. The higher education community should accept and accord to academic professionals for public service functions, equal status and sanctions.

6. Higher education and the public service function should not be isolated from each other or from the various groups and segments of the society it seeks to serve. Effective linkages should be developed within an institution and between institutions and with the public for the accomplishment of common goals.

7. Properly developed and integrated into the total academic community the public service function can become a major source for renewal and self-renewal of the institution, of the community, and of the individual.

8. Higher education today must become totally committed to the "lifelong learning" concept and so organize itself to serve this function for society.

9. Institutions of higher education must maintain a continuous evaluation of all components and their various elements to ensure relevance to the society they serve.

Accreditation, Higher Education, and the Public Service Function

1. Regional accreditation of institutions of higher education should address itself to the legitimation of the public service function as a major component of higher education.

2. Regional accreditation should develop new and effective standards, guidelines, and policies for the assessment of the public service function within the institution of higher education.

3. Regional accreditation should encourage a greater involvement of institutions of higher education in the public service function by developing standards, guidelines, and policies which will encourage the development of new and innovative programs.

4. Regional accreditation should develop the necessary standards, guidelines, and policies to assure equal status for the public service function in the higher education community.

Public Service Personnel for Higher Education

Higher education should accept the responsibility for developing within its teaching and research components programs of instruction and research in the public service area to produce qualified professionals of an academic orientation and develop a body of knowledge for the refinement and advancement of the public service function as a bona fide academic component of quality.

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